**Unit Planning Guide: Grade 6 Unit 2 (Weeks 6-10)**

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| Unit Title: Grade 6 Unit 2 “Extended Text” (Travels with Charley- DESE) | Pacing (Duration of Unit): 5 Weeks |
| Grade: 6 | Buffer Day(s):3-5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*  Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes   * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| Standards (Priority Standards in bold):  **RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**  **RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.**  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**  **a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**  **b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.**  **c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.**  **d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.**  **e. Provide a conclusion that follows from the narrated experiences or events.**  **W6.4 Produce clear and coherent writing in which the develop, organization, and style are appropriate to task purpose, and audience.**  W.6.1 Write arguments to support claims with clear reasons and relevant evidence.  SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly.  L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.6.3a Use knowledge o language an its conventions when writing, speaking, reading or listening. Vary sentence patterns for meaning, reader/ listener interest, and style.  L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:**  Poets use language different than other authors  Structure of poems are different from prose  Poetry evokes an emotional response from the reader | **Essential Questions:**  What do you see/feel/think when you read the poem?  Why is word choice important for visualization and meaning? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:**  Elements of poetry (i.e. voice, sound, rhythm, meter, stanzas etc.)  Author's purpose and genre expectations  Definition of figurative, connotative and sensory language  Types of poems  Genre vocabulary (i.e. simile, metaphor, patterns, imagery etc.)  Standard English conventions | **Skills:**  Identify author's purpose, voice/point of view  Create original poetry using figurative, connotative and sensory language  Demonstrate voice/point of view  Cite evidence to support analysis of the text  Determine theme, central idea or meaning of text  Determine meaning of words and phrases  Distinguish between explicit (directly stated) and implicit (inferred) meaning |